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ABSTRACT

In response to a questionnaire, school districts that are members of the Council of the Great City Schools (n=40) supplied information about their immediate and anticipated demand for teachers, recruitment strategies, and efforts to encourage diversity in the teacher workforce. Cities surveyed were from across the country. Colleges from the Great City Colleges of Education (n=45) provided information about their teacher preparation programs, subject areas of greatest interest to students, supports available to teacher preparation students, programs for nontraditional prospective teachers, and incentives and accommodations to attract applicants for high-need teaching areas. Responses make it clear that the nation's largest city school districts are experiencing real teacher shortages in specific subject fields, across all grade levels, and in the ranks of minority teachers. Shortages are most severe in special education, science, and mathematics, and an end to these shortages in the near future is not probable. Districts are using a variety of strategies to attract teacher candidates, and many districts have introduced induction programs to support, assist, and retain new teachers. The city colleges of education are also expanding efforts to address the urban teacher shortage, but teacher education students are still flocking to the oversubscribed programs, making it anyone's guess where well-prepared teachers will be found for the high-demand areas. Appendixes list teachers in immediate demand by districts, recruitment strategies by district, and facts about the Great City school districts and Colleges of Education. (SLD)

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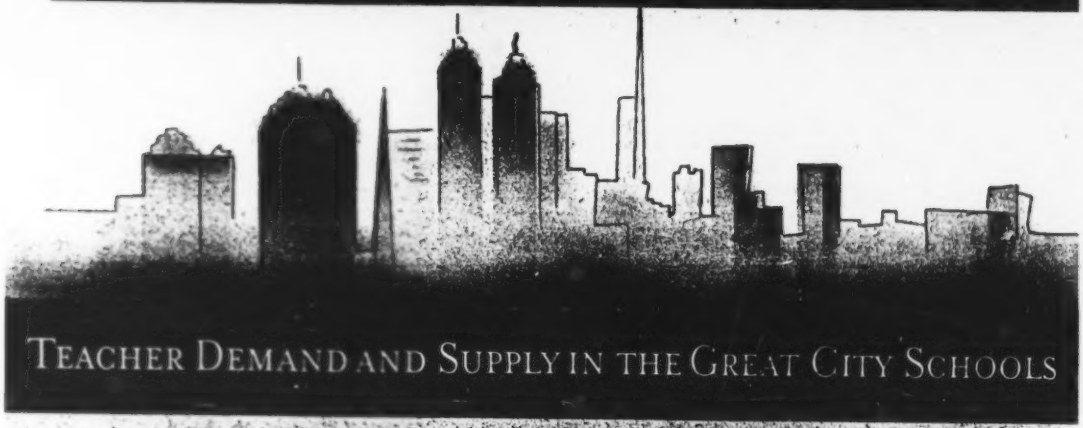

TEACHER DEMAND AND SUPPLY IN THE GREAT CITY SCHOOLS

Recruiting New Teachers, Inc.

Council of the Great City Schools

Council of the Great City Colleges of Education

January 2000

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THE URBAN TEACHER COLLABORATIVE

The Urban Teacher Collaborative was founded in 1994 to improve the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce.

Recruiting New Teachers, Inc. is a national nonprofit organization founded in 1986 to raise esteem for the teaching profession, expand the pool of prospective teachers, and improve the nation's teacher recruitment, development, and diversity policies and practices. RNT's programs and services include: conducting public outreach and awareness efforts to raise esteem for the teaching profession; offering counsel and information to prospective teachers; convening national conferences focusing on teacher recruitment, development, and diversity; providing technical assistance to states and school districts; conducting research on various aspects of teacher recruitment and development; publishing guides, monographs, and reports; and serving as an information clearinghouse on teacher recruitment and development issues.

The Council of the Great City Schools is the only organization in the nation exclusively representing the needs of urban public schools. Composed of 57 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for the nation's youth.

The Council of the Great City Colleges of Education is an association of urban higher education institutions dedicated to developing and maintaining a system of mutually beneficial support for schools, colleges and departments of education, urban school systems, and other interested organizations to improve teaching and learning in urban settings. Currently 67 Great City Colleges of Education belong to the association.

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INTRODUCTION

Although teacher shortages affect schools and districts across the country to varying degrees, urban districts are facing unique challenges, owing to rapidly growing student enrollments, accelerating rates of teacher retirement, class size reduction initiatives, and demanding working conditions. Urban schools nationwide educate between 40% and 50% of the students who are not proficient in English, about 50% of minority students, and 40% of the country's low-income students. Schools in urban areas also contend with the lowest levels of student achievement, the highest dropout rates, and a disproportionate percentage of students with special needs.[1] Urban schools are also more likely to fill vacancies with teachers who have less-than-full credentials and require additional on-the-job training.[2] These realities further exacerbate teacher turnover in our urban schools.

To get a picture of teacher supply and preparation challenges in the nation's largest urban centers, the three partner organizations of the Urban Teacher Collaborative—Recruiting New Teachers, Inc. (RNT), the Council of the Great City Schools (CGCS), and the Council of the Great City Colleges of Education (CGCCE)—conducted surveys of the Great City Schools and Colleges of Education in 1998-99. The Great City Schools serve 6.5 million students, of whom 40% are African-American, 30% are Hispanic, 21% are white, 6.4% are Asian/Pacific Islander, and .6% are Alaskan/Native American. Just over 60% of students (60.5%) in the Great City Schools are eligible for free/reduced price lunch, 21% are English language learners, and 11.4% are students with individualized education programs.[3]

Great City School districts supplied information about their immediate and anticipated demand for teachers, recruitment strategies, and efforts to encourage diversity in the teacher workforce. Great City Colleges of Education provided information about their teacher preparation programs, subject areas of greatest interest to students, supports available to teacher preparation students, programs for nontraditional prospective teachers, and incentives and accommodations to attract applicants for high-need teaching areas.

[1] Lippman, L., Burns, S., and McArthur, E. (1996). *Urban Schools: The Challenge of Location and Poverty.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

[2] National Commission on Teaching and America's Future. (1997). *Doing What Matters Most: Investing in Quality Teaching.* New York, NY: National Commission on Teaching and America's Future.

[3] Council of the Great City Schools, 1999.

The surveys returned by the districts and colleges of education updated information originally reported in *The Urban Teacher Challenge* in 1996. That report, which provided a snapshot of teacher demand and preparation in Great City School districts and Great City Colleges of Education, asserted, "Without improved teacher recruitment and development practices, this nation will fail to build the qualified, diverse, and culturally sensitive teacher workforce that today's and tomorrow's classrooms demand." This is still true almost four years later. Not only must large urban districts find and hire some 700,000 new teachers in the coming decade, they must also ensure that each new recruit is well qualified.

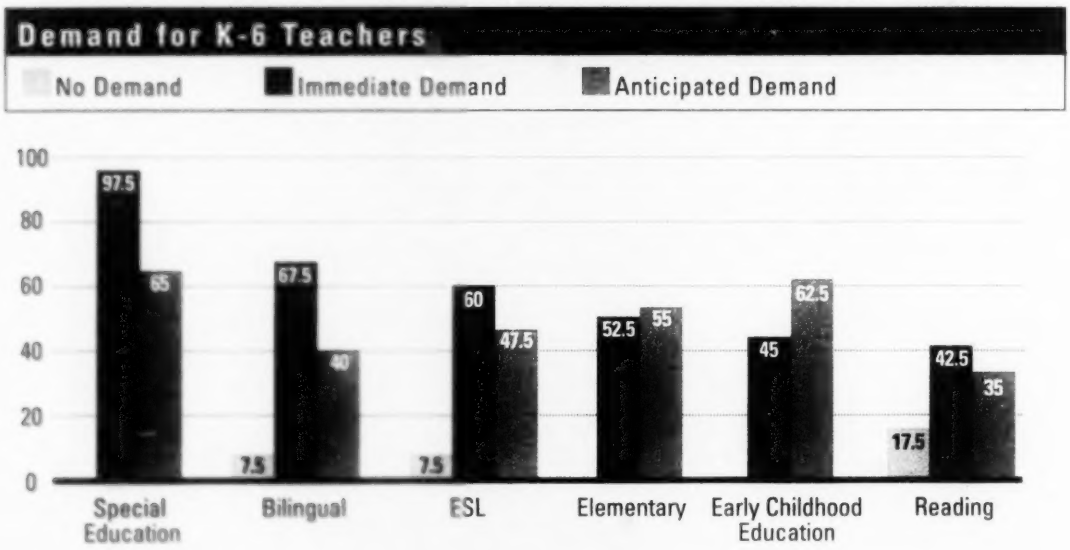
Teacher quality is emerging as one of the foremost concerns of school and university educators, parents, professional organizations, foundations, state education officials, business leaders, and legislators across the country. According to RNT's 1998 national poll, *The Essential Profession*, roughly nine out of ten Americans believe that the best way to raise student achievement is to provide a qualified teacher for every classroom. In fact, the public believes that improving the quality of teachers is the most important issue facing public schools today, next to school safety.

The 1998-99 surveys were designed to determine whether and in what ways large urban districts and colleges of education are addressing teacher recruitment and development challenges. RNT and the CGCS mailed surveys to all the human resource administrators in member Great City School districts. Of the (then) 54 Great City School districts, 40 (74%) responded to the survey. At the same time, surveys were also sent to the deans of the Great City Colleges of Education. Of the (then) 54 Great City Colleges of Education, 45 responded to the survey, for an 83% response rate. Telephone calls were made to boost the return rate for both surveys and to clarify responses. This *Urban Teacher Challenge* report contains the latest findings.

The district survey focused on demand for teachers, recruitment strategies, and targeted recruitment pools. Please note that for certain questions, respondents could check off any combination of answers; therefore, percentages may add up to more than 100.

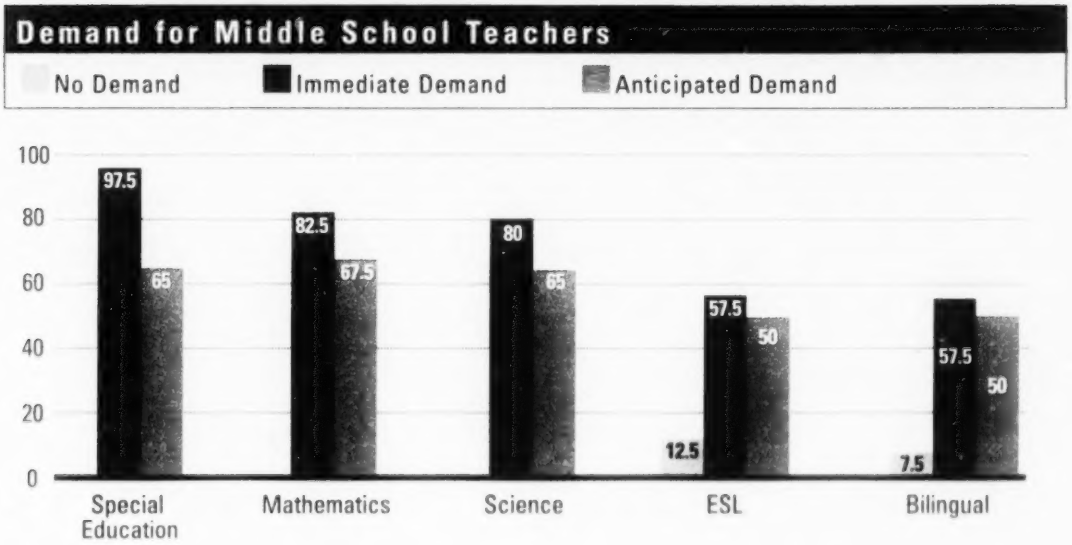
Demand for Teachers

The survey asked districts to respond to questions about immediate and anticipated demand for teachers—the latter defined as demand expected over the next five years—in specific teaching areas and grade levels. *[See table specifying district-by-district demand in Appendix 1.]* Fewer than half (45%) of responding districts have an immediate demand for early childhood teachers, but nearly two-thirds (62.5%) anticipate demand in that area over the next five years. Slightly more than half of the districts (52.5%) have an immediate demand for elementary teachers and slightly more (55%) anticipate demand. In addition, just over eighty percent (82.5%) reported an immediate demand for male teachers at the elementary level.



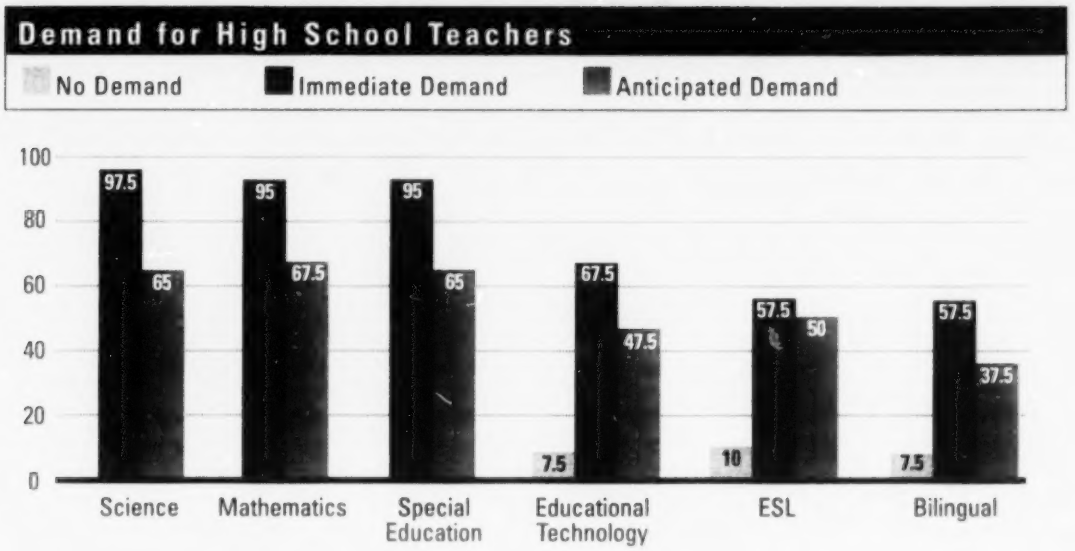
* *Multiple responses allowed.*

At the elementary level, special educators are in immediate demand in 97.5% of responding districts. Bilingual educators are also in immediate demand (67.5%), as are English as a Second Language (ESL) teachers (60%). These are also the subject areas in which anticipated demand is greatest. Fewer than half of the districts (47.5%) reported an immediate demand for reading teachers.



* *Multiple responses allowed.*

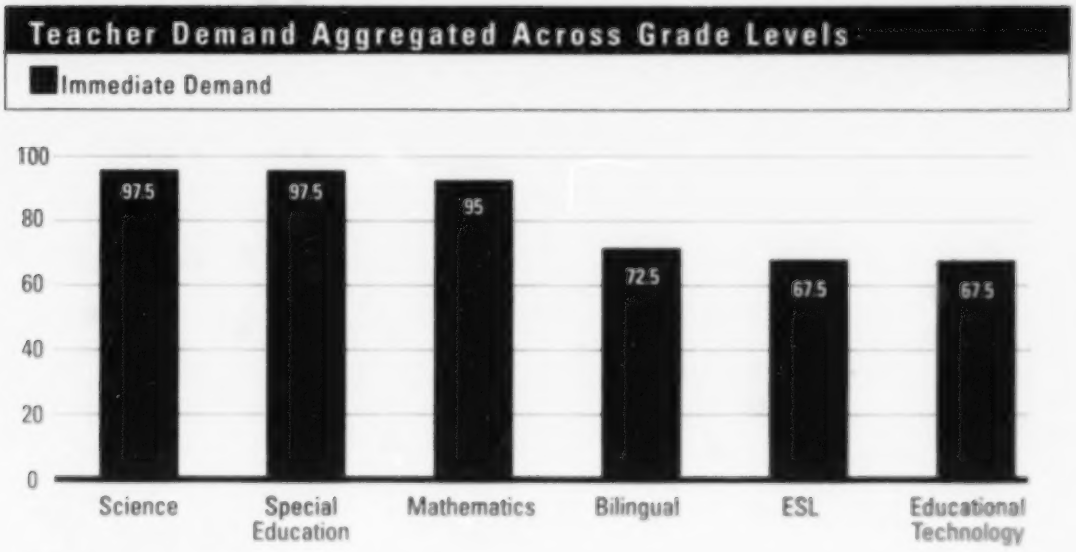
Districts described a similar demand for special education teachers at the middle school level—97.5% immediate demand and 65% anticipated demand. In addition, 82.5% of responding districts have an immediate demand for middle school mathematics teachers and 67.5% have an anticipated demand. Middle school science teachers are also needed: 80% of responding districts indicated an immediate demand, 65% an anticipated demand. More than half (57.5%) of Great City middle schools need both ESL and bilingual teachers.



* *Multiple responses allowed.*

Shortages in specific subject areas at the high school level in Great City School districts are equally pressing. Ninety-seven percent of responding districts reported an immediate demand and 65% an anticipated demand for high school science teachers. Ninety-five percent (95%) of responding districts cited an immediate demand for both mathematics and special education teachers at the high school level, 67.5% described an immediate demand for educational technology specialists, and 57.5% of responding districts noted an immediate demand for both ESL and bilingual teachers. Only 15% indicated an immediate demand for high school social studies/history teachers.

When the data about teacher demand are aggregated across grade levels, special education and science prove to be the fields in which teachers are in the most demand (97.5% of responding districts note immediate demand for both), followed closely by 95% of responding districts with an immediate demand for mathematics teachers. In addition, 72.5% of respondents reported an immediate demand for bilingual teachers, while 67.5% cited an immediate demand for both ESL and educational technology teachers.



* *Multiple responses allowed.*

Demand for Teachers of Color

Nearly three-quarters of responding Great City School districts indicated that they have an immediate need for teachers of color (72.5%), and 55% of responding districts anticipate demand for teachers of color. In fact, just two districts (Birmingham, with 64% teachers of color, and New Orleans, with 78%) noted they have *no demand at all* for teachers of color. In addition, 70% of districts responded that they have special recruitment efforts under way to attract prospective minority teachers, and 95% of responding districts currently recruit at historically black and/or Hispanic colleges or universities.

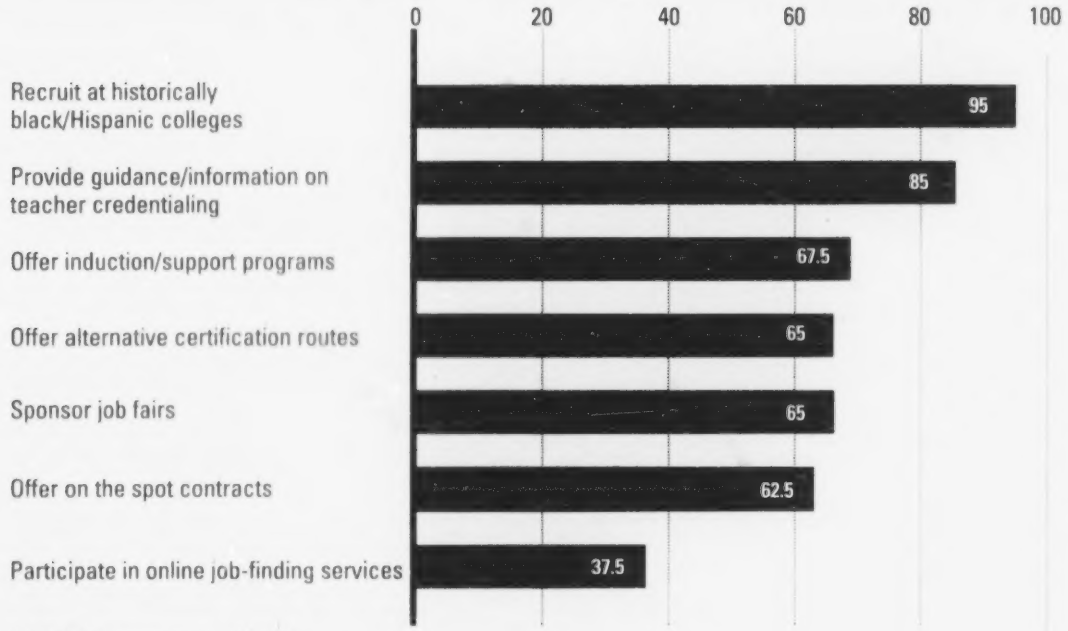
District Recruitment and Retention Strategies

The survey asked districts whether targeted recruitment efforts are under way, and, if so, what specific teacher recruitment strategies and procedures are employed. *[See table of district-by-district recruitment strategies in Appendix 2.]* Great City School districts are using a full range of recruitment strategies to attract teachers to their schools. Some common strategies are: offering alternative certification routes (65%), sponsoring job fairs (65%), and offering on-the-spot contracts (62.5%). Many districts also

employ technology in their efforts to recruit teachers to their districts. For example, 37.5% of the districts participate in online counseling and/or job-finding services for teacher candidates in which districts can post job openings, requirements, and contact information, and encourage candidates to post résumés. Twenty-five percent of responding districts offer monetary bonuses for talented and/or high-need subject area candidates, while 17.5% offer to waive certain job/licensure requirements and 15% offer school placement guarantees. In addition, 85% of responding districts provide guidance and information about teacher credentialing.

Districts are also beginning to use incentives to retain and develop teachers. Most importantly, more than two-thirds (67.5%) offer induction/support programs for beginning teachers.[4] Twenty-five percent of responding districts offer tuition assistance for graduate course work. Nearly the same percentage (22.5%) offer incentives for National Board certification, and 7.5% offer bonuses for high student achievement.

District Recruitment and Retention Strategies



* *Multiple responses allowed.*

[4] For more information about urban teacher induction programs and practices, see Fideler, E. and Haselkorn, D. (1999). *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States.* Belmont, MA: Recruiting New Teachers, Inc.

Developing Pathways into Teaching

An increasing number of districts are trying to address teacher shortages by "expanding the pipeline," i.e., offering nontraditional routes into the profession to individuals from diverse backgrounds and fields. The survey asked districts whether and how they encourage individuals interested in teaching to enter the profession through alternative means. Responses were as follows:

- Almost a third (32.5%) of responding districts have an immediate demand for paraeducators/teacher aides who are pursuing teaching careers and 42.5% anticipate demand in the near future. Somewhat less than half of responding districts (42.5%) have special recruitment efforts under way and 25% have special incentives or support for this group.
- Over eighty percent (82.5%) of responding districts allow a noncredentialed teacher to teach. For example, 60% of responding districts allow individuals to teach under an emergency permit,[5] and the same percentage allow long-term substitutes to teach. Slightly over a third of responding Great City School districts (35%) have internship programs or permits in place, while 37.5% of districts offer certification waivers.[6] Fewer than one in five districts (17.5%) employ teachers via special programs (such as Teach for America).
- More than three-quarters (77.5%) of responding districts noted that they work in collaboration with a college or university to offer programs for nontraditional teacher candidates to meet state licensure requirements; 27.5% collaborate with the local teachers' union toward this end.
- Substitute teachers are also in demand. Nearly three-quarters (72.5%) of responding districts have an immediate demand and 50% an anticipated demand. In addition, 47.5% have special recruitment efforts under way and 27.5% offer special incentives or support for substitutes. In 60% of responding districts, a bachelor's degree is the minimum requirement for substitutes, and 47.5% require a substitute permit or license. Several districts also require substitutes to complete specified course work or semester hours, the number of which varies according to the district.

[5] Of the 24 responding districts that listed emergency permits as an option, more than half specified the duration of a permit as one year.

[6] Of 15 responding districts that allow certification waivers, six specified the duration of a waiver as one year, five specified other amounts of time, and four did not specify duration.

More than three-quarters of the colleges and universities that responded are public institutions (35 of the 45 respondents) and four are historically black colleges or universities. Most offer a master's degree in education (82.2%) and a bachelor's degree in education (75.6%). Two-thirds of responding institutions noted that their postbaccalaureate programs are limited to licensure/certification only. Typically, responding institutions offer elementary education programs at the graduate level (77.8%), and 62.2% do so at the undergraduate level. Eighty-seven percent (86.7%) offer teacher preparation programs in special education at the graduate level, but only 51.1% offer it at the undergraduate level. English as a Second Language is a more prevalent option at the graduate level (53.3%) than at the undergraduate level (28.9%).

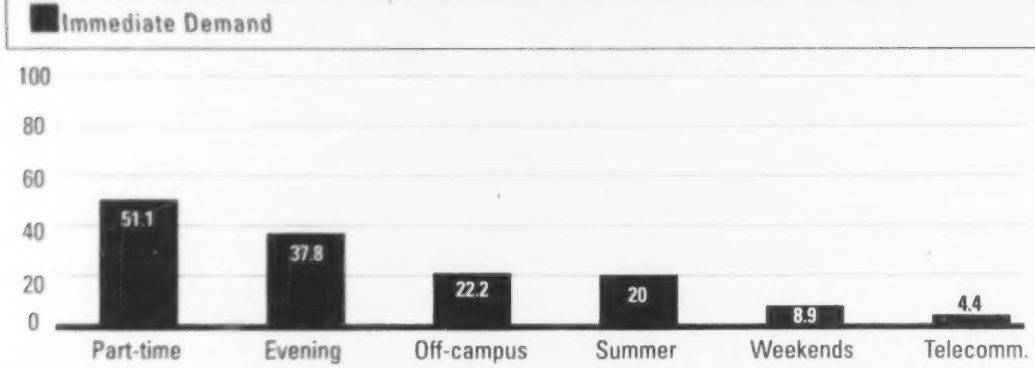
Attracting a Broader Pool of Students

A fair number of colleges offer programs specifically for working adults seeking to become classroom teachers. Slightly less than half (46.7%) offer alternative licensure programs, while a smaller number (28.9%) offer apprenticeship/internship programs. About the same percentage (24.4%) sponsor paraeducator-to-teacher programs.

In recognition of the many "out of class" demands that students entering teacher preparation programs now have, many schools, colleges, and departments of education offer flexible course scheduling. The survey asked respondents what percentage of teacher preparation program requirements can be completed via part-time, evening, weekend, summer, off-campus, and/or telecommunications classes. A slight majority (51.1%) of respondents indicated that "all course requirements" were offered part-time, while a lesser number allow all course work (with the exception of student teaching) to be completed in the evening (37.8%), at off-campus locations (22.2%), and during the summer (20.0%). Very few offer all course requirements on the weekends or via telecommunications.[7]

[7] Some programs offer options for students with special needs that are not available to the student body as a whole.

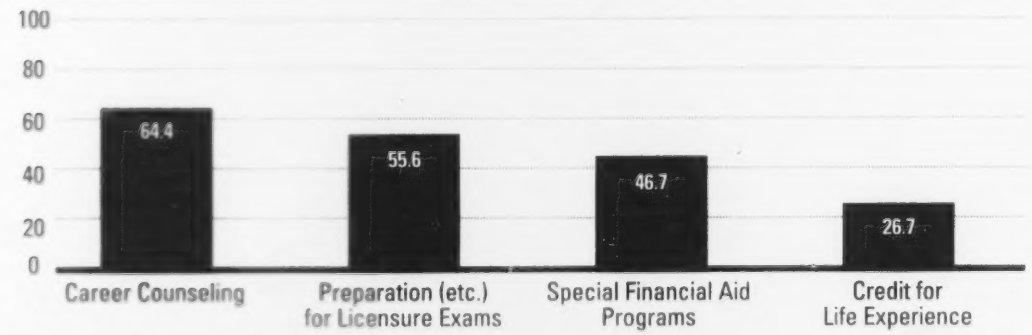
Scheduling Options: All Course Requirements



* *Multiple responses allowed.*

Many programs offer incentives to attract candidates to specific high-need teaching areas: targeted career counseling (64.4%); preparation, support, and academic assistance for state and national licensure exams (55.6%); and special financial aid programs (46.7%). Twenty-seven percent of responding Great City Colleges of Education (26.7%) offer credit for work or life experience in lieu of selected course work. Eighty-four percent (84.4%) of responding institutions have special placement programs or other incentives to interest graduates in urban teaching positions. In fact, nearly three-fourths (73.3%) of Council members place specific curricular emphasis on teaching in urban schools. Only 15.6% of respondents said they offer no incentives to attract candidates to high-need teaching areas.

Incentives Offered to Attract Candidates to High-Need Teaching Areas



* *Multiple responses allowed.*

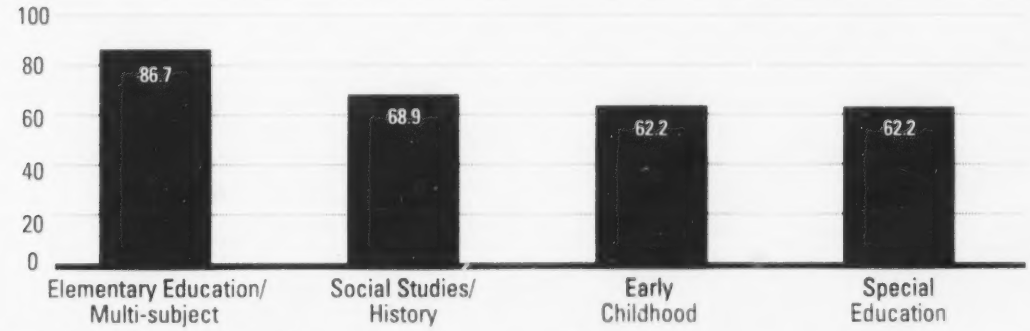
Recruiting Minority Students

The survey asked the Great City Colleges whether and how they recruit minority students into teacher preparation programs. Eighty-seven percent (86.7%) of respondents indicated that they actively recruit ethnic and racial minorities, and 55.6% also offer special support services or incentives for prospective minority teachers. In addition, a full 80% seek out students from bilingual/bicultural backgrounds, and 42.2% offer special services or incentives for these students.

Subject Areas of Greatest Interest to Students

Certain teacher preparation subject areas attract more students than others. Interest is strongest in elementary education/multi-subject (86.7%), social studies/history (68.9%), early childhood (62.2%), and special education (62.2%). Meanwhile, more than half of responding colleges selected the category "low interest" for mathematics (55.6%) and foreign languages (53.3%), and 44.4% selected "low interest" for science programs.

Teacher Preparation Subject Areas of Greatest Interest to Students



* *Multiple responses allowed.*

SUMMARY OF KEY FINDINGS

Results from the 1998-99 *Urban Teacher Challenge* surveys provide a snapshot of teacher demand and supply in the responding Great City School districts and Great City Colleges of Education. While the data represent only a microcosm of teacher demand across the country, these findings provide a close look at the pressing recruitment challenges facing America's largest urban schools.

The Great City School districts have a striking need for teachers—almost 100% of districts expressed an immediate demand for teachers in certain subject fields. Specifically, 97.5% of responding Great City Schools indicated an immediate demand for special educators and for science teachers, and 95% indicated immediate demand for mathematics teachers. These are the same fields that were in high demand in 1996, when the first *Urban Teacher Challenge* report was published. Bilingual teachers, ESL teachers, and educational technology specialists are also in immediate demand, while just half of the responding districts have an immediate need for elementary teachers. In general, districts anticipate shortages to continue during the next five years.

Districts address current shortages through a variety of means. Most are employing a range of recruitment strategies, including alternative licensure routes, job fairs, on-the-spot contracts, online job-finding services, and monetary incentives. Eighty-three percent (82.5%) of responding districts allow a noncredentialed teacher to teach. Sixty percent of responding districts allow individuals to teach under emergency permits, 60% use long-term substitutes, 37.5% hire teachers with certification waivers, and 35% of districts recognize internship programs or permits. The demand for substitute teachers is acute.

Great City School districts are also quite aggressive in trying to boost teacher retention rates; more than two-thirds (67.5%) offer induction/support programs.

Nearly three-quarters of Great City School districts have an immediate need for teachers of color and over half anticipate demand over the next five years. In responding Great City School districts, minority individuals represent 36% of teachers, whereas students of color comprise 69% of enrollment. Special recruitment efforts are under way to attract prospective minority teachers in 70% of the districts. A vast majority (95%) of responding districts in 1998-99 indicated that they recruit at historically black and/or Hispanic colleges or universities.

On the supply side, nearly three-quarters of responding **Great City Colleges of Education** emphasize teaching in urban schools as part of the curriculum, and 84% offer special placement programs or other incentives to interest graduates in urban teaching positions. The subject areas of greatest interest to teacher education students are elementary education and social studies/history. Early childhood and special education attract students at 62.2% of Great City Colleges of Education; interest is far weaker for mathematics, foreign languages, and science education. Responding institutions offer more education programs at the graduate level than at the undergraduate level. Thirty responding colleges and universities (66.7%) noted that their postbaccalaureate offerings are limited to licensure/certification only. Almost half (46.7%) of responding Great City Colleges of Education offer alternative licensure programs and 28.9% sponsor apprenticeship/internship programs; 24.4% of responding colleges offer paraeducator-to-teacher programs.

Flexible scheduling options are available to accommodate the personal and professional needs of teacher education students in just over half of the responding institutions. Colleges and universities also offer incentives to attract candidates to high-need teaching areas: more than half offer targeted career counseling and preparation, and support and academic assistance for state and national licensure exams. Almost half (46.7%) offer special financial aid programs.

CONCLUSIONS

In sum, there is no doubt that the nation's Great City School districts are experiencing real teacher shortages in specific subject fields, across grade levels, and in the ranks of minority teachers. Shortages are most severe in special education, science, and mathematics. Given the data on immediate and anticipated demand, Great City School districts are unlikely to see an end to teacher shortages any time soon.

Districts are employing a variety of strategies, including a host of new incentives, to attract teacher candidates, particularly from groups underrepresented in the profession. At the same time, however, the percentage of districts using long-term substitutes as well as teachers on certification waivers has also risen dramatically, because even with more aggressive recruitment measures in place, districts have had to adopt emergency measures in order to staff their classrooms.

One positive development that has emerged is the growing percentage of Great City School districts that have introduced induction programs to support, assist, and retain new teachers (67.5% currently, an increase since the 1995-96 *Urban Teacher Challenge* survey). Evidently, districts recognize that one way to reduce the teacher shortage is to take steps to reduce the number of teachers vacating classrooms in the first place.

Great City Colleges of Education also are expanding efforts to address the urban teacher shortage. Nearly three-quarters emphasize urban teaching within the curriculum. Even more have special placement programs or other incentives to interest graduates in urban teaching positions. Eighty-seven percent actively recruit ethnic and racial minorities and a comparable number seek out students from bilingual/bicultural backgrounds. Colleges continue to offer alternative teacher licensure programs, flexible scheduling options, plus financial aid and other kinds of support and assistance to attract career changers and other nontraditional students as well as candidates for high-need teaching areas.

Nevertheless, at the same time, teacher education students are still flocking to oversubscribed programs, making it anyone's guess where well-prepared teachers for all the high-demand areas will be found.

APPENDIX 1: TEACHERS IN IMMEDIATE DEMAND (BY DISTRICT)

E = Immediate demand at the elementary (K-6) level
M = Immediate demand at the middle school level
H = Immediate demand at the high school level
X = Immediate demand, grade level not specified in question

District	Special Education	Mathematics	Science	English as a Second Language	Bilingual	Elementary Education	Early Childhood Education	Teachers of Color	Substitute Teachers
Atlanta	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X	X		X
Baltimore	E,M,H	M,H	M,H	E		X			X
Birmingham	E,M,H	M,H	M,H						X
Broward County (Fort Lauderdale)	E,M,H	M,H	M,H	E			X	X	X
Charlotte	E,M,H	M,H	M,H	M,H	M,H	X	X	X	X
Chicago	E,M,H	H	H	E,M	E,M	X	X	X	X
Cleveland	E,M,H	M,H	M,H		E,M,H	X	X	X	X
Columbus	E,M,H	M,H	M,H	E,M,H	E,M,H			X	X
Denver							X	X	
Des Moines	E,M,H	M,H	M,H	E,M,H	E,M,H	X			
Detroit	E,M,H	M,H	M,H		E,M,H	X		X	X
Fort Worth	E,M,H	M,H	M,H	E,M	E	X	X		
Fresno	E,M,H	M,H	M,H	E,M,H	E,M,H				X
Houston	E,M,H	M,H	M,H		E	X	X		
Indianapolis	E,M,H	M,H	M,H	E,M,H				X	X
Jefferson County (Louisville)	E,M,H	M,H	M,H					X	X
Los Angeles	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X	X	X	X
Memphis	E,M,H	M,H	M,H	E,M,H	E,M,H	X	X	X	X
Miami-Dade	E,M,H	M,H	M,H	E,M,H			X	X	
Milwaukee	E,M,H	M,H	M,H		M,H	X		X	X
Minneapolis	E,M,H	E,M,H	E,M,H		E,M,H				

District	Special Education	Mathematics	Science	English as a Second Language	Bilingual	Elementary Education	Early Childhood Education	Teachers of Color	Substitute Teachers
Nashville	E,M,H	M,H	E,M,H	E,M,H	E,M,H	X	X	X	X
New Orleans	E,M,H	M,H	E,M,H	E,M,H	E,M,H	X	X		
New York City	E,M,H	M,H	M,H	E,M,H	E,M,H	X	X	X	X
Newark	E,M,H	H	H	E,M,H	E,M,H	X		X	X
Oakland	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X		X	X
Omaha	E,M,H	M,H	M,H	E,M,H			X	X	X
Philadelphia	E,M,H	E,M,H	E,M,H	E,M,H	X	X	X	X	X
Pittsburgh	E,M,H		H		E,M,H			X	X
Portland	E,M,H	H	H	E,M,H	E,M,H			X	X
Richmond	E,M,H	M,H	M,H			X	X	X	X
Rochester	E,M,H	M,H	M,H	E,M,H	E,M,H				X
Sacramento	E,M,H	M,H	M,H		E			X	
Saint Paul	E,M,H	M,H	M,H	E,M,H	E,M,H		X	X	X
Salt Lake City	E,M,H	M,H	H	E,M,H				X	X
San Antonio	E,M	M,H	M,H	H	E			X	X
San Diego	E,M,H	H	H		E			X	
San Francisco	E,M,H	M,H	M,H	E,M,H	E	X	X	X	
Toledo	E,M,H	H	M,H			X			X
Tucson	E,M,H	M,H	H	H	E,M,H			X	X

APPENDIX 2: RECRUITMENT STRATEGIES (BY DISTRICT)

District / Strategy	Special recruitment efforts at colleges and universities	Recruit at historically black/Hispanic colleges	International recruitment efforts	Incentives (e.g., housing assistance, relocation benefits, etc.)	Waive certain job/licensure requirements	School placement guarantees	Offer on-the-spot contracts	Offer induction/support programs	Offer alternative certification routes
Atlanta	X	X	X					X	
Baltimore	X	X		X			X	X	X
Birmingham	X	X	X						X
Broward County (Ft. Lauderdale)	X	X					X	X	
Charlotte	X	X	X	X	X	X	X	X	X
Chicago	X	X						X	X
Cleveland	X	X					X		
Columbus	X	X	X				X		
Denver	X	X	X	X			X	X	X
Des Moines	X	X						X	
Detroit		X							
Fort Worth	X	X	X				X		X
Fresno	X	X	X		X		X	X	
Houston	X	X	X	X				X	X
Indianapolis	X	X					X	X	X
Jefferson County (Louisville)	X	X					X	X	X
Los Angeles	X	X	X			X	X	X	X
Memphis	X	X							X
Miami-Dade	X	X					X	X	
Milwaukee	X	X					X	X	X
Minneapolis	X	X					X	X	X

Offer monetary bonus for talented/high-need subject area candidates	Offer bonus for high student achievement	Offer loan forgiveness program	Tuition assistance for graduate course work	Incentives for NBPTS certification	City or county residency requirement	Provide guidance and information about teacher credentialing	Sponsor job fairs to attract new teachers to school district	Provide teacher employment information via telephone hotline	Participate in online counseling and/or job-finding services or Web site
						X	X	X	X
		X	X			X	X	X	
		X				X	X		
		X	X			X		X	X
X	X	X		X		X	X	X	X
		X	X		X	X	X	X	X
			X			X			
						X	X	X	X
						X	X	X	
X							X		
X	X	X	X			X	X	X	
						X	X	X	X
X	X	X				X	X		X
						X	X	X	
				X		X			
X				X		X	X	X	X
						X	X		
			X			X			X
					X	X	X		
X				X		X	X		

APPENDIX 2: RECRUITMENT STRATEGIES (BY DISTRICT)
continued

District / Strategy	Special recruitment efforts at colleges and universities	Recruit at historically black/Hispanic colleges	International recruitment efforts	Incentives (e.g., housing assistance, relocation benefits, etc.)	Waive certain job/licensure requirements	School placement guarantees	Offer on-the-spot contracts	Offer induction/support programs	Offer alternative certification routes
Nashville	X	X					X	X	
New Orleans	X	X			X		X	X	X
New York City	X	X	X		X	X		X	X
Newark	X	X							X
Oakland	X	X	X				X		X
Omaha	X	X					X	X	
Philadelphia	X	X				X	X	X	X
Pittsburgh	X	X							
Portland	X								
Richmond	X	X		X					X
Rochester	X	X				X	X	X	
Sacramento	X	X	X		X		X	X	X
Saint Paul	X	X	X	X		X	X	X	X
Salt Lake City	X	X							
San Antonio	X	X					X	X	X
San Diego	X	X		X			X	X	X
San Francisco	X	X			X		X	X	X
Toledo	X	X						X	X
Tucson	X				X				

Offer monetary bonus for talented/high-need subject area candidates	Offer bonus for high student achievement	Offer loan forgiveness program	Tuition assistance for graduate course work	Incentives for NBPTS certification	City or county residency requirement	Provide guidance and information about teacher credentialing	Sponsor job fairs to attract new teachers to school district	Provide teacher employment information via telephone hotline	Participate in online counseling and/or job-finding services or Web site
						X			
			X	X		X			
		X	X			X	X	X	
X						X			
						X	X	X	X
						X	X	X	X
					X	X	X		X
						X			
						X	X	X	X
X						X	X		
		X				X			X
						X	X	X	X
X		X	X	X		X		X	X
							X	X	
X		X		X			X		
				X		X		X	
						X	X	X	
			X	X		X		X	
								X	

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APPENDIX 3: FACTS ABOUT THE GREAT CITY SCHOOL DISTRICTS AND COLLEGES OF EDUCATION

Responding Great City Colleges of Education provided demographic information about their teacher education students, and responding Great City School districts provided demographic information about their students and teachers. (Note: The figures below are estimates.)

Responding Great City School Districts

- The total number of students in 39 responding districts was 5,505,484, with individual district enrollments ranging from 25,207 in Salt Lake City to 1,100,000 in New York City.
- The total number of teachers employed by 39 responding Great City School districts was 325,203, ranging from 1,270 in Salt Lake City to 75,170 in New York City.
- Students of color comprise approximately 69% of the enrollments of the 35 districts that provided this information. Minority individuals represented 36% of teachers in 35 responding districts.
- The total number of new teachers hired by 39 responding districts for the 1997-98 school year was 33,691.
- Thirty-one districts responded to the question about novice teachers, reporting that 12,788 of new hires for 1997-98 were novices.
- In 29 responding districts, 35% of teachers had 20 or more years of experience.
- One-quarter of the teachers in 34 responding districts are male.
- Bilingual teachers comprised 10% of the teaching force in 30 responding districts.
- Twenty-eight districts provided information about late hires, reporting a mean of approximately 19%, and a range from 55% in Fort Lauderdale to only .2% in Birmingham.

Responding Great City Colleges of Education

- The total number of teacher education students attending 45 responding colleges and universities was approximately 71,280.
- Half of the students in 40 responding education programs are over the age of 25.
- Students of color represented approximately 25% of the student bodies of 44 responding programs.
- Bilingual students comprised 15% of enrollees at 33 responding colleges and universities.
- Approximately 71% of the education students were female (43 colleges and universities responding).

RESPONDING GREAT CITY SCHOOL DISTRICTS AND COLLEGES OF EDUCATION

Responding Great City School Districts:

Atlanta, Baltimore, Birmingham, Broward County, Charlotte-Mecklenburg, Chicago, Cleveland, Columbus, Denver, Des Moines, Detroit, Fort Worth, Fresno, Houston, Indianapolis, Jefferson County, Los Angeles, Memphis, Metropolitan Nashville, Miami-Dade, Milwaukee, Minneapolis, New Orleans, New York City, Newark, Oakland, Omaha, Philadelphia, Pittsburgh, Portland, Richmond, Rochester, Sacramento City, Saint Paul District 625, Salt Lake City, San Antonio, San Diego, San Francisco, Toledo, Tucson.

Responding Great City Colleges of Education:

Boston College, Brooklyn College-CUNY, California State-Dominguez Hills, California State-Fresno, California State-Hayward, California State-Los Angeles, California State-Northridge, California State-Sacramento, Cleveland State University, DePaul University, Florida International University, Howard University, Kean University, Marquette University, Montclair State University, New York University, Norfolk State University, Old Dominion University, Portland State University, Rhode Island College, San Diego State University, San Francisco State University, Temple University, Tennessee State University, Towson University, University of Colorado at Denver, University of Dayton, University of Houston-Central, University of Louisville, University of Maryland-College Park, University of Miami, University of Minnesota, University of Missouri-St. Louis, University of Nebraska at Omaha, University of North Texas, University of Oklahoma, University of Pittsburgh, University of Rhode Island, University of Rochester, University of Toledo, University of Washington, Vanderbilt University, Virginia Commonwealth University, Wayne State University, Wright State University.